

Pupil premium strategy statement – Arnside National Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Arnside School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2029
Statement authorised by	Nick Sharp Head Teacher
Pupil premium lead	Karen Morris SENDCo
Governor / Trustee lead	Tracey Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17050.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,050.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Physical Education Intervention/Maths Catch-up for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped speech and language and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with sensory

	regulation. This negatively impacts their development and hinders their ability to focus during lessons.
3	Internal assessments, observations and discussions indicate that Spelling and Grammar among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Through our assessments and observations, it is apparent that the emotional health and wellbeing of many of our disadvantaged pupils is below non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Speech and Language development and vocabulary among disadvantaged pupils	Introduction of WellComm speech and language screening tool to assessment all children on speech and language baseline. Target children to receive personalised activities to support their learning. Improvement in scores in Wellcomm assessment tool.
Improved sensory regulation of disadvantaged pupils	Increased engagement in class lessons. Pupils becoming more independent in regulating behaviour through sensory timetables.
Improved spelling of disadvantaged children	KS2 SPAG outcomes to show that an increased % of disadvantaged pupils met the expected standard.
To continue to achieve and sustain improved emotional health and wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations and SDQ

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5683.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Approach to help children regulate ready for learning	Social and Emotional Learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Structured teaching assistant hours to provide one to one support to meet individual learning needs	DFE research published November 2015 Supporting the attainment of disadvantaged pupils. Briefing for school, leaders and governors	
Increased the time within every school day dedicated to phonics and the teaching of spelling (TA support additional hours)	Sustain full implementation of spelling framework to support all pupils including disadvantaged. Identify Rocket Readers in each class to read daily with an adult. Phonics EEF (educationendowmentfoundation.org.uk)	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5683.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Language Interventions in KS1 based on	The introduction of Wellcomm as an early screening tool for speech and	

Wellcomm individualised targets.	language. Then targeted support based on next steps for each child. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Use of programs such as: Reading eggs and Spellzone to support individualised learning in spelling.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Small group tuition EEF (educationendowmentfoundation.org.uk)	
Mastery learning approach adopted through whole school maths curriculum. Each year group being taught independently with an emphasis on mastery learning.	Mastery Learning in maths involves the student's management of their learning. Subject matter is broken down into blocks or units with predetermined objectives and specified outcomes. Mastery learning EEF (educationendowmentfoundation.org.uk)	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5683.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of sensory approaches to learning to support children with metacognition and self-regulation.	Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Metacognition and self-regulation EEF	

Total budgeted cost: £ 17050.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Assessment of pupil outcomes and benchmark against national averages. This year's results indicated that the overall performance was again well-above national averages in maths, reading and writing at the end of Year 6.

In terms of disadvantaged pupils the outcomes were as follows:

Writing: 100% at expected levels. Reading 100% at expected. Maths 100% at expected.

All children in Year 4 undertook the times tables assessment.

Phonics testing in Year 1 – 75% achieved the expected level overall. 100% of pupil premium children achieved expected outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider